

ACCELERATED SCHOOLS  
LOCAL IMPROVEMENT GRANT (LIG)  
INFORMATION and APPLICATION FORMAT 2003-2004

What is a Local Improvement Grant?

Local Improvement Grants (LIGs) are designed to improve student achievement through specific, on-going teacher professional development.

While the primary focus of the Local Improvement Grants (LIGs) is the improvement of achievement for students with disabilities, buildings or districts receiving these grants may focus their improvement efforts on all students in the targeted school buildings.

Grants are for a one-year period, and recipients may apply for funds in later years. It is expected that the 2003-04 school year will be the last year of assured funding.

Applications for subsequent years must provide data indicating progress achieved in the previous year(s) and clearly specify why continued funding is needed. Information also must address the impact of professional development activities on both student performance and teacher practice.

Application Requirements

All applications must be **received in our office by March 14, 2003** to be considered.

**Applications received after March 14, 2003 will not be considered.**

Districts may apply for multiple grants in separate buildings. Grant funding can be used in a single school or set of schools. A separate application must be completed for each \$10,000 desired.

Send two (2) copies of each application to the attention of:

Katherine (Kate) Numerick  
Director of Effective Practices  
DESE, Division of Special Education  
PO Box 480  
Jefferson City, MO 65101

Any questions should be directed to Kate Numerick by phone at 573-751-0185 or email [knumerick@mail.dese.state.mo.us](mailto:knumerick@mail.dese.state.mo.us).

Successful districts will be notified by April 11, 2003. Application narratives should be no more than 15 double spaced pages, 17 pages if this is a continuation grant. Budget, data, or assurance information will be accepted on additional pages.

LIG Focus: Accelerated Schools -- Improved reading and math achievement for all students.

Districts with Accelerated Schools can apply for up to \$10,000 per school each year to support professional development activities related to increased reading and math achievement in those buildings. Accelerated Schools are eligible for these funds if they have completed two (2) years as an Accelerated School, and will have received an LIG grant in this area previously.

Linkage to the Missouri Reading and Math Initiatives is encouraged as part of the professional development plan created by the school. Districts also can choose to participate in the Positive Behavior Supports training through the Regional Professional Development Centers in Columbia, Rolla, St. Louis, and Warrensburg. The plan must include all teachers and all students, focus on research-based instructional strategies rather than remediation, and be part of the district's overall efforts for improved student achievement in these areas. No more than three Accelerated Schools per district are eligible for this grant.

Results expected: Increased reading and math achievement for students on the Missouri Assessment Program Communication Arts and Math Assessments; increased reading and math achievement for all students on district assessments; reduced referrals for special education eligibility at grade 4. Up to 20 grants will be awarded.

APPLICATION FORMAT – Type the following information on a separate sheet.

**Include the following district information:**

District Name:

County-District Code:

Building Name:

Contact Name:

Contact Address:

Contact Voice Phone:

Contact Fax Number:

Contact Email Address:

Summer Address:

Summer Voice Phone:

Summer Fax Number:

Summer Email Address:

Building has/has not received a LIG grant previously for Accelerated Schools improvement in reading/math achievement.

This application is for Accelerated Schools improvement in reading/math achievement.

## Project Description and Evaluation Criteria

(Limit 15 double spaced pages, 17 pages, if this is a continuation grant)

### **A. Introduction (35 points)**

#### **1. Need, Purpose, and Expected Results**

a) The narrative establishes the building's need for this professional development funding and how the professional development plan is linked to the district's improvement efforts, as outlined in their CSIP, and how it supports implementation of the State's Performance Goals for Students with Disabilities

(<http://www.dese.state.mo.us/divspeced/divisionofspeced.html>).

Baseline data must be submitted for each building that will be involved in the grant activity.

- Baseline data must include placement data for students with disabilities and MAP achievement data for students with disabilities compared to students without disabilities.

b) The project's purpose states how it expects to improve results or performance of students with disabilities and how it expects to affect teachers' knowledge, skills, practices, and beliefs. The application must identify the building(s) that will participate in the grant and the number of teachers and students (general education and special education) that will receive direct or indirect benefit from grant activities. The grant must also indicate the number of teachers for whom the activities will be a required component of their professional development plan, as well as the number of teachers who may volunteer to participate.

c) If this is a continuation grant application, data must be provided for all previous years of grant receipt.

#### **2. Project Delivery and Methodology:**

a) The proposed content for professional development and delivery method should be based on the answers to the following three questions:

In order for needs to be addressed,

What do students need to learn and be able to do?

What do teachers need to learn and be able to do?

What is the best way for teachers to learn this?

Effective professional development aligns new learning with what teachers are already teaching and doing. Planning follow-up strategies ensures that the initial professional development efforts are properly supported.

The proposed method for delivering professional development should state support strategies that will be used and how the strategies will be implemented.

Documentation that results from these strategies may provide ongoing or incremental evaluation of the overall performance goals and activities. The list of support strategies is not all-inclusive, but tie closely with effective practices of staff development, which include:

- Activities consistent with current research in teaching and learning;
- Participants have opportunity to work with peer groups and school teams;
- Participants have opportunity to reflect individually and with others on implications of a new practice;
- Activities are planned across time to allow participants to practice and evaluate their new knowledge and skills;
- Adequate resources, time and support for teachers are identified so teachers can be successful in achieving the objectives of the professional development;
- Staff responsible for facilitation demonstrate expertise and model effective staff development and adult learning strategies;
- Time is devoted to focus on student learning, the needs of diverse learners (differentiated instruction);
- Strategies provide for the collection of data to evaluate the impact on teachers' acquisition and application of the professional development and their correlation with student performance or outcome

b) The proposal must address the role of the parent advisory committee as a support to implementing goals, objectives, and activities. Suggestions for overarching roles that may support selected professional development strategies include:

1. Communication between home and school
2. Promoting and supporting parent skills
3. Defining and assisting parental role in student learning
4. Volunteering in school (providing support and assistance)
5. School decision-making and advocacy/training and feedback
6. Collaborating with community (Killion, 2000).

For grants focusing on reading/math achievement:

- Schools may participate in the Missouri Reading Initiative (MRI) or the Missouri Math Initiative (MMI) or other professional development as established by the district CSIP or Professional Development Plan.
- Schools may elect to attend the PBS Institute through the Regional Professional Development Centers. Dates for the six-day institute are as follows for each location.

| <b>RPDC</b> | <b>Module 1</b>              | <b>Module 2</b>     | <b>Module 3</b>   |
|-------------|------------------------------|---------------------|-------------------|
| Columbia    | September 30-October 1, 2003 | January 27-28, 2004 | March 30-31, 2004 |
| Rolla       | September 23-24, 2003        | January 27-28, 2004 | March 30-31, 2004 |
| St. Louis   | September 24-25, 2003        | January 28-29, 2004 | March 30-31, 2004 |
| Warrensburg | September 23-24, 2003        | January 27-28, 2004 | March 23-24, 2004 |

## **B. Objectives and Evaluation (30 points)**

1. The proposal presents an evaluation design that addresses the chosen performance goals, objectives, and activities. The evaluation design includes data collection strategies, method(s) of data analysis and reporting that answer the following question:

What is the impact of the new knowledge and skill (staff development) on teachers and students?

2. The design assesses:

- a) Impact on student achievement/results;
- b) Impact on teachers' skills, knowledge and practices.

Some examples of data collection and analysis include comparison of student achievement scores; curriculum-based measurement comparisons; increased student attendance, graduation rates, or number of students with disabilities receiving diplomas; decreased discipline referrals and suspensions; increased participation/placement in general education; and increased participation in vocational education programs.

3. The proposal presents a timeline of activities that includes measurable benchmarks toward meeting project objectives, how the achievement of those benchmarks will be assessed, and how assessment results will be used to monitor and adjust plans of action for the duration of project funding.

## **C. Dissemination (5 points)**

The proposal describes plans and methods for disseminating the products, strategies or results of the project.

## **D. Sustainability (15 points)**

The proposal describes how the project will be sustained beyond the grant-funding period (e.g., matching funds, local commitments to sustaining implementation, etc.).

## **E. Assurances**

Each district's application must state the district agrees to comply with the following assurances. Signature verifying review of the application and approval of these assurances must be obtained from the Superintendent or designated representative.

- 1. The District agrees to appoint a parent advisory committee to assist the district in the implementation of the local improvement grant. In addition, the district agrees to identify one parent of a child with a disability and one educator that will participate in a 1 ½ day

regional training. The district will assist this team in offering the training to all parents of children with disabilities who reside in the district. Money from the grant should be used to support all costs associated with parent training.

2. The District agrees to participate in any state-level evaluation needs that are required by the Department of Elementary and Secondary Education for the State Improvement Grant. Efforts will be made to use locally collected evaluation data to satisfy the requirement.
3. The District agrees to provide evaluation data regarding grant activities as requested by the Division of Special Education.

**F. Budget (15 points)**

The project's budget is reasonable, cost-effective, and directly supports the planned activities. Project budgets must be within the maximum limit of \$10,000 and use the categories identified below. Funding will be provided for the inclusive period of July 1 through the next June 30. Project funds are not expended or expended on non-approved activities shall be returned within 90 days following the end of the fiscal period for which they were granted. Unexpended funds will not be re-granted for the subsequent project year. ***Funds will be distributed 50% September, 30% November, and the remaining 20% when a final expenditure report is received and approved. Funds arrive in the state aid payment and are itemized as "Ind W/Dis (IDEA) PROJECT", with an ending code of D11. District chart of account should reflect funds under Revenue Code 5441, Program Code S2.***

| <b><u>Budget Request</u></b>                | <b><u>Initial</u></b> | <b><u>Approved Budget</u></b> |
|---|-----------------------|-------------------------------|
| Salaries/Substitutes                        |                       |                               |
| Contract Professional                       |                       |                               |
| Services/Trainer Stipends                   |                       |                               |
| Expenses                                    |                       |                               |
| Parent Training, Materials, travel expenses |                       |                               |
| Equipment                                   | Not permitted.        | Not permitted.                |
| Construction                                | Not permitted.        | Not permitted.                |
| Indirect                                    | Not permitted.        | Not permitted.                |
| Total Budget (not to exceed \$10,000)       |                       |                               |